




Special Educational Needs and Disability Policy

Smawthorne Henry Moore Academy
Accomplish Multi-Academy Trust



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SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

All the staff at Smawthorne Henry Moore Academy are dedicated to ensuring every one of our pupils has access to a fulfilling and exciting curriculum that is designed and equipped to assure full involvement regardless of need or ability.

The #SmawthorneExperience is designed to start the momentum of curiosity for our children and ignite a thirst for further knowledge in all curriculum areas. We are devoted to working together with families, professionals and local communities to ensure all pupils have a broad and balanced curriculum that moves children's knowledge or skills forward with progression that develops over time and builds on existing knowledge.

Every pupil has the right to learn and progress at his or her own pace and develop into confident, responsible citizens who can live in the wider world. Our children will be equipped with the skills to support resilience to overcome the unexpected, whether this is reading new or unfamiliar words, such as signs and in newspapers, to being an understanding and supportive member within the community.

The #SmawthorneExperience further expose pupils to a structured and hands on, exciting curriculum that will leave them with a feeling of awe and wonderment filled with joy and happiness which will ensure they sustain and retain former and existing learning. We will endeavour to obtain the support and engagement from outside agencies and services resulting in highly personalised opportunities for all children in school.

The #SmawthorneExperience is ready to encourage our children to want to learn. This will be achieved through highly consistent and thought-provoking learning opportunities. As part of our vision, we want to develop and encourage a strength and resilience in all our children and ensure they have fair and equal opportunities and fully understand their importance and place in the world.

As SENCo, I have high and consistent expectations for all pupils and will ensure I introduce, support and evaluate how our children access the curriculum to its fullest potential. I will work hard to support staff and pupils to bridge the gap and support any pupils whilst trying to dissolve the barriers facing each individual in our setting. I will continually monitor and update how we assess our pupils, resulting in personalised and individual learning programmes with tailored outcomes.

1. Introduction

At Smawthorne Henry Moore Academy, all pupils have access to a broad and balanced curriculum. All children receive high quality teaching, setting high expectations for every pupil, whatever their prior attainment. When planning, teachers set suitable learning challenges and

respond to children's diverse learning needs.

Regular assessments of progress for all pupils are carried out by class teachers, supported by the senior leadership team. These identify pupils making less than expected progress given their age and individual circumstances.

2. Definition of special educational needs
(as laid out in the Code of Practice 2014).

Special Educational Needs and Disability (SEND):

- (i) A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- (ii) A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- (iii) A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in Paragraph (ii) above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children may have special educational needs either throughout or at any time during their childhood. This policy ensures that curriculum planning and assessment for children with Special Educational Needs takes account of the type and extent of the difficulty experienced by the child.

We also consider other legislation:

- Human Rights Act 1998
- Disability Discrimination Act 1995
- Special Educational Needs and Disability Act 2014 (SENDDA)
- Disability Rights code of Practice
- The Equality Act 2010
- The Children's and Families Act 2014

3. Aims and objectives

The aims of this policy are:

- To ensure that the special educational needs of children are identified, assessed and provided for;

- To create an environment that meets the special educational needs of each individual child;
- To make clear the expectations of all those involved in the process, e.g. school staff, parents, carers, children, medical and Local Education Authority services;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum.

4. Education inclusion

Through appropriate curriculum provision, we respect the fact that children:

- Have different educational and behavioural needs as well as different aspirations;
- Require different strategies and styles for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

5. Teachers respond to children's needs by;

- Teaching and supporting pupils with additional needs is part of the whole school ethos;
- Providing support for children who need help with communication, language and all other aspects of the curriculum;
- Planning to develop children's understanding through the use of all available senses and experiences;
- Planning for children's full participation in learning, and in physical and practical activities;
- Helping children to manage their behaviour and to take part in learning effectively and safely;
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

6. Special Educational Needs and Assessment

Assessments are reviewed regularly to ensure that support and interventions are matched to need and barriers to learning are identified. The individual's development is compared to peers and National data.

If it is decided that a child requires SEND support, the parents are informed, and adjustments, interventions and support are put in place through consultation between the class teacher, SENCo, parent and pupil. A date is then set for review. School have adopted the graduated approach as set out in the SEND code of practice.

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities.
- d) This will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- e) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- f) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- g) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- h) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- i) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parent's evenings.
- j) Parent's evenings are used to monitor and assess the progress being made by children.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The Graduated Approach provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil alongside the Wakefield Progression Steps (WPS) if a child is working below the Year 2 National Curriculum expectations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the

interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. A pupil profile will be drawn up with SMART (Small, Measurable, Attainable, Relevant, Timed) outcomes.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

The pupil profile short term outcomes are reviewed termly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and short-term outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan (EHCP)

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process, which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents.

- Teachers.
- SENCO.
- Social Care.
- Health professionals.
- Educational Psychologists.

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Education, Health and Care Plans [EHC Plan]

- Following Statutory Assessment, an EHC Plan will be provided by Wakefield County Council if it is decided that the child's needs are not being met by the support ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil.
- The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support

7. In our school the role of the SENCo (as laid out by the Code of Practice)

The key responsibilities of the SENCO may include:

- Overseeing the day-to-day operation of the school's SEND policy;
- Co-ordinating provision for children with SEND;
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND;
- Advising on the graduated approach to providing SEND support;
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- Being a key point of contact with external agencies, especially the local authority and its support services;
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- Ensuring that the school keeps the records of all pupils with SEND up to date.

Smawthorne Henry Moore Academy's SENCo is Miss A Hunt.

8. The Role of the Local Governing Body

The governing body secures the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the Local Education Authority and other schools where appropriate SEND provision is an integral part of the school development plan.

The designated Governor with responsibilities for SEND is currently Miss J Pollitt.

9. Allocation of Resources

The school receives an allocation based on a national funding formula for their core provision. School also receive additional funding for students with additional needs.

The headteacher informs the governing body of how the funding is allocated to support special educational needs has been deployed.

10. Partnership with Parents

At all stages of the special needs process, the school keeps parents fully involved and informed. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education. However, on occasions the school might not always be able to accommodate the parents' wishes.

We have regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision making by providing clear information relating to the education of children with special educational needs.

The Local Education Authority also supports parents with special educational need pupils in our Parent Partnership Service. Other services who can support families are KidsWesail and Barnardos.

11. Monitoring and Evaluation

The SENCo monitors the movement of children within the Special Educational Needs system in the school. The SENCo provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The SENCo and the named governor with responsibility for special educational needs also hold regular meetings.

The governing body will review this policy annually and consider any amendments in light of the annual review findings.

This policy is a working document and covers all year groups, including Pre-school (2 year olds), Early Years, Key Stage 1 and Key Stage 2.